

TENTH GRADE COUNSELING

Brief Description

Guidelines for Use of Funds

Commonly Asked Questions and Answers

District Checklist

Education Code Sections

District Allocation

Department of Education Resources

BRIEF DESCRIPTION

The Tenth-Grade Counseling Program, in operation since 1983, requires a systematic review of each student's academic progress and counseling regarding educational options available during the final two years of high school.

Tenth Grade Counseling was established by the Hughes-Hart Educational Reform Act of 1983 (Senate Bill 813) and sections 48431.6 and 48431.7 of the Education Code, as Sections 84 and 85 of Chapter 498/83 – Tenth Grade Student Progress Review and Counseling.

Virtually every school district in California with a high school now receives state funding to provide a tenth grade counseling program to students. This funding currently amounts to \$10.217 million, an average of \$23.85 per student enrolled in grade 10. Funding has been relatively static since 1983, with limited cost of living allowances to improve or expand the system.

The purpose of the existing program is to ensure that every student, upon reaching age 16 or prior to the end of the tenth grade, receives a review of academic progress and counseling related to educational options. In November 1984, the Department ruled that program funds could be used at the eighth or ninth grade, "as long as each student receives the services prior to the end of the tenth grade."

The intent of the Legislature was to provide a checkpoint for assessing student progress toward meeting graduation requirements and to broaden the educational and career options for students. It was also intended that students who are not progressing satisfactorily toward graduation or not motivated toward education and career goals appropriate to their ability should receive priority for counseling.

GUIDELINES FOR USE OF FUNDS FOR COUNSELING OF TENTH GRADE STUDENTS (from Program Advisory CIL: 83/4-4)

General Intent

SB 813 focuses on strengthening academic programs for students in terms of more effective instructional and curricular offerings. It also includes provisions for higher graduation standards to assure that graduates of California schools will have received excellent, balanced education in addition to meeting basic minimum requirements.

The academic counseling portion of SB 813 is included as a checkpoint for assessing student progress toward meeting graduation requirements and a quality education that will broaden the educational and career options for students. By providing for this checkpoint on student progress at age 16 or before reaching the end of the tenth grade, it is hoped that students will be better prepared for their next step after high school, whether it be further education or a job.

It is also expected that many students who have the ability to achieve higher goals and whose aspirations are too low will be actively encouraged to pursue a more rigorous program.

Students who are not progressing satisfactorily toward graduation or who are not motivated toward education and career goals appropriate to their ability should receive priority for counseling.

Tenth Grade Program as a Part of a Total Program

One of the problems with guidance and counseling programs, like many categorical programs, has been the piecemeal approach to program development. Funding from vocational guidance, ESEA, Title 1, etc., has been used to establish separate programs, many of which are inadequately funded and often not coordinated with the regular guidance program.

Districts are encouraged to consider these funds as an opportunity to strengthen the academic portion of a comprehensive guidance and counseling program for students. A comprehensive program will focus attention on the personal, social, and career as well as the academic needs of students. An effective program for students begins much earlier than the tenth grade or age 16 if students are to be actively led toward higher academic standards.

Recognizing that the small amount of funds available will not be adequate to do the task completely, districts are encouraged to augment with local or other funds to the extent possible. Some possible uses of the funds are listed below:

1. Conduct counselor/advisor review of student records to assess progress toward graduation and appropriateness of academic studies. Follow up with additional counseling for “high risk” students as a priority.
2. Identify students with high academic potential whose current academic programs will not enable them to meet the prerequisites for higher education and provide them with additional counseling. Special efforts should be made to identify students from groups which have typically been underrepresented in institutions of higher education.
3. Provide for counselor/parent/student conferences to review and revise student’s program of studies and progress toward meeting graduation requirements, college and university opportunities, and educational and career goals.

It may be advantageous to implement a case study approach using what has been called an assessment team, or student study team, or intervention team. In any case, it is worthwhile to include on the team relevant teachers, parents, counselors, ROP representatives, available school pupil personnel specialists, and the pupil. Available educational options may include (as examples): ROP/ROC, career centers, armed forces, outreach programs from colleges and universities, independent or home study, correspondence courses, school-within-a-school, continuation schools, opportunity classes and schools, or work study.

4. Consider using these additional approaches utilizing teachers, counselors, and others to provide needed individualized review and assistance:
 - a. Provide staff development to institute student advisement.
 - b. Explore the use of computer-assisted guidance programs (both microcomputer and main frame).
 - c. Add assessment devices to measure interests or vocational aptitudes.
 - d. Provide group counseling.
 - e. Systematically study the dropouts of your school, instituting a dropout remediation program.
 - f. Provide counseling at night, Saturdays, holidays, or during summer.
 - g. Institute or improve the career center or career education programs.
 - h. Improve follow-up proficiency testing.
 - i. Provide in-service training to institute peer counseling.
5. Stimulate active participation of regional occupational programs or center counselors and involvement of local business community in career guidance activities.

ANSWERS TO COMMONLY ASKED QUESTIONS

1. Q. Are guidelines for developing comprehensive guidance and counseling programs available?
 - A. Yes. One of the most valuable is the California State Board of Education Policy Statement on Guidance and Counseling, adopted in 1995. Copies are available from the California Department of Education by contacting the resource personnel listed below, or by visiting the Department's Internet Website listed below.
2. Q. Can funds for this Program be used to provide services to students in 8th and 9th grades?
 - A. Yes. Study of the language of the law by the Legal Office of the California Department of Education (as stated in a letter to all secondary and unified district superintendents in November 1984), determined that "funds could be used at the 9th grade or even earlier, at grade eight, as long as each student receives the services prior to the end of the 10th grade."
3. Q. Can Program funds be used to hire personnel other than credentialed counselors?
 - A. Yes. The Education Code makes no distinction between certificated and non-certificated personnel. In fact, the Code specifically requires that the Program shall include provisions for teachers, counselors, and others to provide the review and assistance, and that the local business community shall be involved in career guidance activities. However, Program services that are considered educational counseling can be offered or performed only by certificated school counselors, as required by Education Code section 49600(a).
4. Q. Can Program funds be used to purchase equipment and services, such as computers, software, assessment instruments, and scoring services?
 - A. Yes. A portion of the cost of equipment purchased could be funded from Program funds, based on the percentage of time the equipment is used solely for the purposes of this Program. It must be noted, however, that Education Code section 48431.7 clearly states that funds appropriated for this Program "shall supplement, and shall not supplant, existing funds for counseling services."
5. Q. Can a teacher-led advisory or advisement program be a part of the Tenth-Grade Counseling?
 - A. Yes, under certain conditions. Education Code Section 49600(c) says:
Nothing in this section shall be construed as prohibiting persons participating in an organized advisory program approved by the governing

board of a school district, and supervised by a school district counselor, from advising pupils pursuant to the organized advisory program.

6. Q. Are County Offices of Education eligible to receive funds for this Program to provide these services to district students enrolled in county-operated schools, such as community schools and juvenile court schools?

A. No. This is a district program. Funds are generated based on each district's 10th-grade enrollment; the Program must be established, maintained, and adopted by each district's governing board; and funds are allocated to individual districts.

However, it is also the district's responsibility to ensure that each pupil in the district has received this Program. Therefore, it is also the responsibility of each district that has students enrolled in county schools to make adequate arrangements to ensure that funds are available to their respective county offices of education to provide the Program as required.

7. Q. I just took over the assignment of coordinating our district program. I have no written records of our original tenth-grade counseling program. How should I proceed? What should I do now?

A. The Education Code states that the Program "shall be adopted at a public meeting of the governing board..." You could locate the original plan as adopted by your school board, or develop a new Program in accord with the Education Code requirements, and submit it for board approval and adoption, as required.

8. Q. As part of our Program, our high school schedules regular appointments for each participating student during the sophomore year. My son missed his appointment, and was told that he had his chance, and would not be allowed to make another appointment. Can the school do that?

A. No, that is not a proper procedure; it is a violation of the law. The Education Code says specifically that each pupil shall receive this Program. It is the district's responsibility to ensure that each student receives the approved systematic review and counseling.

DISTRICT PROGRAM CHECK LIST

Academic Progress and Counseling Review Program – “Tenth-Grade Counseling”
(As Authorized by Education Code Sections 48431.6 and 48431.7)

This optional Checklist may be used to determine the extent to which your district’s Tenth-Grade Counseling Program follows the requirements stated in the Education Code.

Required Elements:

- ___ 1. Ensures that every student receives a systematic review of his or her academic progress and counseling regarding the educational options available during the final two years of high school.
- ___ 2. Gives first priority to:
 - identifying students who are not earning credits at a rate which will enable them to graduate with the rest of their class
 - providing these students with the required counseling services funded for this purpose
- ___ 3. Provides an individualized review of each student’s academic and department records.
- ___ 4. Provides a meeting with each student – and where feasible, with the student’s parent or guardian – to explain all of the following:
 - the student’s record
 - the educational options available to the student
 - the course work and academic progress needed for satisfactory completion of high school
 - the effect of such course work and academic progress on the student’s options for post-secondary education and employment
- ___ 5. Explains educational options, including, but not limited to:
 - regional occupational centers and programs
 - continuation schools
 - academic programs
 - any other alternatives available to district students
- ___ 6. Includes the services of teachers, counselors, and others to provide the individualized review and assistance to students, as noted above.
- ___ 7. Includes active participation of Regional Occupational Center/Program (ROC/P) counselors in career guidance activities, to the maximum extent feasible.

- ___ 8. Involves the local business community in career guidance activities, to the maximum extent feasible.
- ___ 9. Was adopted at a public meeting of the governing board.
- ___ 10. Uses funds appropriated for this purpose to supplement, but not supplant, existing funding for counseling services.

EDUCATION CODE SECTIONS 48431.6 & 48431.7

48431.6 The governing board of each district maintaining high schools and accepting funds made available for purposes of this section shall establish and maintain a program which ensures that each pupil, upon reaching the age of 16 or prior to the end of the tenth grade, whichever occurs first, has received a systematic review of his or her academic progress and counseling regarding the educational options available to the pupil during the final two years of high school. The program shall be adopted at a public meeting of the governing board, and shall include, but not be limited to, all of the following:

(a) Provision for individualized review of the pupil's academic and department records.

(b) Provision for a meeting with the pupil, and where feasible, with the pupil's parent or guardian, to explain the pupil's record, the educational options available to the pupil, the course work and academic progress needed for satisfactory completion of high school, and the effect of such course work and academic progress upon the pupil's options for postsecondary education and employment. Educational options shall include, but not be limited to, regional occupational centers and programs, continuation schools, academic programs, and any other alternatives available to pupils of the district.

(c) Provision for services of teachers, counselors, and others designated by the governing board to provide the individualized review and assistance to pupils pursuant to subdivisions (a) and (b).

To the maximum extent feasible, regional occupational center or program counselors shall actively participate in, and the local business community shall be involved in, career guidance activities.

The program shall give first priority to identifying pupils who are not earning credits at a rate which will enable them to graduate with the rest of their class, and to providing these pupils with counseling services funded pursuant to Section 48431.7

48431.7 Funds appropriated for purposes of Section 48431.6 shall supplement, and shall not supplant, existing funding for counseling services. Out of funds appropriated for these purposes, the Superintendent of Public Instruction shall apportion twenty dollars (\$20) per prior year's enrollment in grade 10 to each school district which has adopted a program pursuant to Section 48431.6.

DISTRICT ALLOCATION

Letter, Notices, Entitlements and Apportionment Schedules for the Tenth Grade Pupil Review and Counseling Program are available at:

<http://www.cde.ca.gov/fiscal/categorical/program18.htm>

DEPARTMENT OF EDUCATION RESOURCES

For more information on Tenth-Grade Counseling, please contact the following CDE personnel:

Paul Meyers, Consultant
Counseling and Student Support Services Office
California Department of Education
660 J Street, Suite 400
Sacramento, CA 95814-2483
Telephone: (916) 445-6773
FAX number: (916) 323-6061
email: pmeyers@cde.ca.gov